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ABSTRACT

The tentative course objectives presented in this publication are intended to specify as precisely as possible in behavioral terms the desired outcome of a particular population. Listed under each of the course titles are the performance objectives observable in the classroom and the long-range objectives often not immediately observable. For some of the courses, the English language arts program objectives set by state and district tests and mandates are also included. The 24 course titles cover English from the seventh through the twelfth grade, American literature, English literature, honors English, speech, theater arts, drama, public speaking, reading development and improvement, and journalism. (JM)

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COURSE OBJECTIVES

SECONDARY LANGUAGE ARTS

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FOREWORD

Under terms of Assembly Bill 293, the "Stull Bill," school districts must provide written guidelines for use in evaluating the professional competencies of their certificated personnel. Further, these guidelines must provide for the establishment of standards of expected student progress in each area of study. To assist in the implementation of the aspects of the Stull Bill in the San Diego Unified School District, the Programs Division was asked by the Joint Study Committee Concerned with Certificated Employee Evaluation to develop tentative grade level and course objectives. The objectives apply to the established elementary and secondary curriculum and are intended to provide assistance to certificated staff members in developing their own instructional objectives at the school site.

The objectives in this publication were introduced, in part, in September 1972. They were reviewed and revised during the 1972-73 school year. Objectives were also prepared for those courses not included in the first publication.

Concerning all of the statements of objectives, the following must be emphasized:

1. They represent the best thinking at this time of Programs Division staff members and of teachers in the schools who were consulted.

2. They are tentative, subject to further review and refinement.

3. They are "course objectives"--not "goals" or "instructional objectives." (For a brief discussion of the distinction between course objectives and instructional objectives see the introductory material in the first pages of this publication.)

4. They are tendered in full appreciation of the fact that individual schools, teachers and classes differ; and that they will require modification by individual teachers in differing school situations.

We hope that these tentative course objectives will be of help as teachers work out their own course objectives and from them their own instructional objectives. Suggestions for improvement will be appreciated and should be directed either to the subject area specialist or to the Program Development Unit, Programs Division (Room 2016, Education Center, 298-4681, Ext. 236).

Jack Price
Assistant Superintendent
Programs Division

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GENERAL INTRODUCTION

Educators in recent years have found it useful to distinguish between several different kinds of outcome statements. Included among these, in descending order of generality, are district goals, program goals and objectives, course goals and objectives, and instructional objectives. The attainment of instructional objectives should lead to the achievement of course objectives and these eventually to program objectives and district goals. In this publication we are concerned only with course objectives.

A goal may be defined as "a statement of broad direction, purpose or intent based on the identified needs of the target population (community, school, learners, teachers)." A goal may be general or timeless; that is, not concerned with a specific achievement within a specific time period.*

Course objectives are derived from course goals. They are intended to specify as precisely as possible in behavioral terms the desired outcome of a particular period of instruction (semester, year) for a particular population (for example, average ninth graders at Roosevelt Junior High). One should be able to describe the main content or thrust of a course with from five to twenty well-written course objectives. The archetypal statement of a course objective might be "By the conclusion of the course a (predetermined) percentage of the students will demonstrate a (predetermined) level of knowledge (or skill or appreciation) of a (predetermined) cognitive or affective area by (and here the method of demonstration may be described)." Groups of teachers often develop district course objectives. The individual teacher must adapt these objectives to his/her individual situation, taking into account constraints imposed by such factors as the learner population, subject matter, or availability of materials.

Instructional objectives are the objectives used in day-to-day teaching. Achieving an instructional objective is a step, usually one of many, toward achieving a course objective. There might be five or six, ten or twenty, objectives for a course; there could be hundreds of instructional objectives for the same course, usually from several to many related to each course objective. Attainment of instructional objectives must be easily measurable and the means of measurement clearly indicated.

On the following pages will be found suggestions for course objectives and examples of derivative instructional objectives. It is anticipated that teachers and principals or other supervisors will use these as they see fit in developing their own course objectives and instructional objectives.

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*Corrigan, R.E. and Betty O. *System Approach for Education*, Part II. Anaheim: California: R.E. Corrigan and Associates, 1971.

SEVENTH GRADE ENGLISH

I. English Language Arts Program Objectives Set by State and District Tests and Mandates

A. Meet the minimum achievement level set by the district on a standardized reading test (as measured in October of Grade 11).

B. Achieve on a standardized test of reading a stanine equal to student's ability stanine (as measured in October of Grade 8).

C. Achieve on a standardized test of spelling, usage, mechanics and sentence structure a stanine equal to the students' ability stanine (as measured in October of Grade 8).

II. Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Recognize and use complete thoughts by identifying, writing and punctuating correctly a variety of sentences (statement, command, question, exclamation) appropriate to their context.

2. Formulate generalizations about punctuation and capitalization conventions by observation of published written language from a variety of sources.

3. Spell a predetermined number of new words by recognizing their sound/symbol relationships, structural similarities and differences, possible morphological changes, or syntactical relationships through sentence context.

4. Recognize the meanings of a predetermined number of words by using context clues, structural analysis, and dictionary skills.

5. Use the tools of the library (card catalogue, Reader's Guide) by locating books and materials for a class assignment.

6. Use the skills of careful reading by finding the main idea and the important details that support the main idea in selected paragraphs from textbooks adopted as basic for the course.

7. Recognize conflict and its role in fiction by identifying and telling in his own words what the conflict is in individual selections from textbooks adopted as basic for the course.

8. Identify the various forms of fiction and nonfiction writing from a predetermined number of short stories, novels, poems, plays, essays, biographies and autobiographies.

9. Participate in small groups in an informal discussion of predetermined length of books read by the group.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Use creatively the arts and skills of composition and of reading, listening and viewing in his never ending search for meaning.

2. Achieve life's tasks through confident control of his language, realizing its power to affect others as well as the power of the language of others to influence him.

3. Engage with literature (as recorded in books, on film, and by other media), responding with joy and concern to the author's expression of dreams and realities and arriving at knowledge of himself and others, of what man is and what man might be.

4. Use the resources of language and literature to cope with the society that he has inherited and to envision a better society that he is helping to create.

EIGHTH GRADE ENGLISH

I. English Language Arts Program Objectives Set by State and District Tests and Mandates

A. Meet the minimum achievement level set by the district on a standardized reading test (as measured in October of Grade 11).

B. Achieve on a standardized test of reading a stanine equal to student's ability stanine (as measured in October of Grade 10).

C. Achieve on a standardized test of spelling, usage, mechanics and sentence structure a stanine equal to the students' ability stanine (as measured in October of Grade 10).

II. Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Write in class with the use of a dictionary, a paragraph that has details to support a main idea, and has only a predetermined number of spelling errors, sentence fragments, and run-on sentences.

2. Formulate generalizations about punctuation and capitalization and apply these conventions correctly in a classroom experience with only a predetermined number of errors.

3. Understand the appropriateness of language by identifying the various levels of usage in a variety of examples.

4. Learn meanings and pronunciation of a predetermined number of new words through a study of root words, prefixes and suffixes, by reading aloud and defining these words in context.

5. Use the tools of the library and various library reference works by locating materials and reporting on selected topics.

6. Identify in selections from the basic texts the author's purpose such as to entertain, to inform, to prove a point, or to justify an opinion.

7. Distinguish between fact and opinion by identifying each in selected readings from the basic texts and other materials, including news accounts.

8. Prepare, given a topic of his choice and sufficient time for preparation, a persuasive speech and deliver it in a natural, convincing fashion.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Use creatively the arts and skills of composition and of reading, listening and viewing in his never ending search for meaning.

2. Achieve life's tasks through confident control of his language, realizing its power to affect as well as the power to the language of others to influence him.

3. Engage with literature (as recorded in books, on film, and by other media), responding with joy and concern to the author's expression of dreams and realities and arriving at knowledge of himself and others, of what man is and what man might be.

4. Use the resources of language and literature to cope with the society that he has inherited and to envision a better society that he is helping to create.

ENGLISH 1-2 (Grade 9)

I. English Language Arts Program Objectives Set by State and District Tests and Mandates

A. Meet the minimum achievement level set by the district on a standardized reading test (as measured in October of Grade 11).

B. Achieve on a standardized test of reading a stanine equal of the student's ability stanine (as measured in October of Grade 10).

C. Achieve on a standardized test of spelling, usage, mechanics and sentence structure a stanine equal to the student's ability stanine (as measured in October of Grade 10).

II. Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Read and comprehend each of the types of literature (fiction, nonfiction, poetry, drama) included in the basic texts by stating the story line and/or the controlling idea of specified selections.

2. Recognize the elements of plot, characterization, setting and theme in individual selections from textbooks adopted as basic for the course by identifying these elements in specified selections.

3. Recognize and use the five basic English sentence patterns by identifying and constructing each pattern.

4. Discover meaning in selections taken from modern media (newspapers, magazines, radio, television, motion pictures) by stating the controlling idea of each selection.

5. Write in class with the use of a dictionary, a well-organized essay of predetermined length that supports a controlling idea, has an introduction and conclusion, and has only a predetermined number of spelling errors, sentence fragements, and run-on sentences.

6. Participate in a small-group discussion of predetermined length on a given subject by speaking to the topic, encouraging another member in the group, clarifying a point, and contributing toward consensus.

7. Skim and comprehend material of specified difficulty at a predetermined rate by summarizing the major ideas.

8. Comprehend a wide variety of materials included in periodicals, trade books, and supplementary texts by stating the controlling idea of each selection chosen.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Use creatively the arts and skills of composition and of reading, listening and viewing in his never ending search for meaning.

2. Achieve life's tasks through confident control of his language, realizing its power to affect others as well as the power of the language of others to influence him.

3. Engage with literature (as recorded in books, on film, and by other media), responding with joy and concern to the author's expression of dreams and realities and arriving at knowledge of himself and others, of what man is and what man might be.

4. Use the resources of language and literature to cope with the society that he has inherited and to envision a better society that he is helping to create.

ENGLISH 3-4 (Grade 10)

I. English Language Arts Program Objectives Set by State and District Tests and Mandates

A. Meet the minimum achievement level set by the district on a standardized reading test (as measured in October of Grade 11).

B. Achieve on a standardized test of reading a stanine equal to the student's ability stanine (as measured in October of Grade 12).

C. Achieve on a standardized test of spelling, usage, mechanics and sentence structure of a stanine equal to the student's ability stanine (as measured in October of Grade 12).

II. Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Read and comprehend each of the types of literature (fiction, nonfiction, poetry, drama) included in the basic texts by analyzing the story line and/or the controlling idea through appropriate use of such terminology as:

action	flashback	point of view
antagonist	foreshadowing	protagonist
atmosphere	humor	resolution
climax	incident	satire
conflict	irony	style
denouement	metaphor	surprise ending
exposition	mood	suspense
fable	narration	symbol
fantasy	paradox	tone

2. Describe how the elements of plot, characterization, setting, and theme work together to achieve a total effect in individual selections from textbooks adopted as basic for the course by discussing their relationships in specified selections.

3. Recognize and use transformations of the five basic English sentence patterns by identifying and constructing these transformations.

4. Analyze the controlling idea of selections taken from modern media (newspapers, magazines, radio, television, and motion pictures) by identifying and describing the effect on the audience of the various uses of language (e.g., propaganda) in each selection.

5. Support a controlling idea in a style appropriate to that idea by writing in class with the use of a dictionary, a well-organized essay of predetermined length with only a predetermined number of spelling errors, sentence fragments, and run-on sentences.

6. Analyze and participate in a group discussion by:

   a. Observing a small-group discussion of predetermined length and meeting the criteria for evaluation of the effectiveness of both the individual members and the total group.

   b. Introducing a subject and initiating a discussion of predetermined length with a small group, showing evidence of participating, encouraging, clarifying and contributing toward consensus.

7. Adjust speed of reading (from skimming to close reading) to purpose and material by reading selections representing a range of difficulty at predetermined rates and summarizing the major ideas.

8. Comprehend the controlling idea in a wide variety of materials included in periodicals, trade books, and supplementary texts by analyzing how language is used in the material read to create its effect on audience.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Meet the English language requirements of a chosen occupation.

2. Achieve through communication skills a personal sense of success in work, in community participation and in home and social life by relating to and getting along with others.

3. Demonstrate the sense of self-identity and self-actualization as well as the understanding of others and the respect for their contributions, language, and life styles that can be engendered through personal involvement with literature.

4. Demonstrate the zest for wide reading, for creative language experiences, and for imaginative responses to decision making in the search for a better life and a better society that comes from experiencing the joys of reading and from personal pride and self-confidence in speaking and writing abilities.

ADVANCED ENGLISH 3-4 (Grade 10)

Course Objectives

Any of the objectives for English 3-4 are appropriate in Advanced English 3-4 with the use of more mature reading material and discussion topics.

By the end of the course, the student will demonstrate the ability to:

1. Take adequate, selective notes while listening to an oral presentation relevant to English instruction, then organize those notes into a meaningful form, usable at a later date.

2. Become aware of his own value system in regard to literary discrimination by--

   -Stating several times during the year his critical opinion of given literary selections of various genre, and comparing his personal criteria with those of a professional literary critic.

   -Describing the growth in his own critical ability when opinions concerning literature at the beginning of the course are compared to those at the completion of the course.

3. Read several pieces of fiction, then--

   -Describe, orally or in writing, the personal traits of each major character.

   -Predict the behavior of each character as he would encounter circumstances other than those in the literary work, justifying each behavior in light of the personal traits earlier described.

4. Contribute toward the formulation of a small-group discussion topic based on literature, then participate actively in a discussion of predetermined length on that topic.

5. Given a collection of prose and poetry representative of styles or periods of literary development previously studied, identify the style or period which the literature reflects and cite the characteristics thereof using appropriate literary terminology

   or

   Compose an anthology of original prose and poetry. Each selection should reflect a literary style or a period of

literary development previously studied in class and be accompanied by an appraisal of its characteristics using appropriate literary terminology.

6. When given several pieces of literature, both fiction and nonfiction, state the author's purpose in each and identify the literary elements which contribute to and reinforce that purpose.

7. When given a general truth about literature, discuss in a well-organized essay the ways a piece of literature of his own choosing supports or refutes that truth.

8. After reading two or more literary works of the same genre, discuss in appropriate literary terms why one of the selections is better than the other.

9. Describe, in a short composition, the effects of experience on the value systems of at least three literary characters and compare those effects with those in his own life.

10. After completing the other required objectives of the course, develop and carry out an appropriate personal plan of action which would further develop skills and knowledge relevant to English study.

ENGLISH 5-6, 7-8 ELECTIVES (Grades 11-12)

I. English Language Arts Program Objectives Set by State and District Tests and Mandates.

A. Achieve on a standardized test of reading a stanine equal to the student's ability stanine (as measured in October of Grade 12).

B. Achieve on a standardized test of spelling, usage, mechanics and sentence structure a stanine equal to the student's ability stanine (as measured in October of Grade 12).

II. Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Read and comprehend each of the types of literature appropriate to the elective by analyzing the story line and/or the controlling idea using terminology applicable to the elective.

2. Support a controlling idea in a style appropriate to that idea by writing in class with the use of a dictionary, examples of exposition, narration, description and argumentation with only a predetermined number of mechanical errors.

3. Participate in a small-group discussion related to the elective by introducing a subject and initiating a discussion of predetermined length, showing evidence of participating, encouraging, clarifying and reporting to a larger group the concensus reached.

4. Analyze the controlling idea of a predetermined number of selections taken from basic and supplementary texts adopted for the elective by identifying and describing the effect on audience of the various uses of language in each selection.

5. Comprehend the controlling idea in a wide variety of materials related to the elective (periodicals, trade books, audio-visual media) by analyzing the use of language in this material to create its effect on audience.

6. Adjust speed of reading (from skimming to close reading) to purpose and material presented in the elective by reading selections representing a range of difficulty at varying predetermined rates and presenting a report (from summary to critique) of major ideas.

7. Describe how elements of plot, characterization, setting, point of view, and tone are characteristic of particular authors, film productions, periods, modes or genres by analyizing the development of selections appropriate to the elective.

8. Analyze and refine his own writing by following the principles of unity, coherence, emphasis and style in the process of revising an essay previously written in class.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Meet the English language requirements of a chosen occupation.

2. Achieve through communication skills a personal sense of success in work, in community participation, and in home and social life by relating to and getting along with others.

3. Demonstrate the sense of self-identity and self-actualization as well as the understanding of others and the respect for their contributions, language, and life styles that can be engendered through personal involvement with literature.

4. Demonstrate the zest for wide reading, for creative language experiences, and for imaginative responses to decision making in the search for a better life and a better society that comes from experiencing the joys of reading and from personal pride and self-confidence in speaking and writing abilities.

AMERICAN LITERATURE 1-2 (Grade 11)

I. English Language Arts Program Objectives Set by State and District Tests and Mandates.

A. Achieve on a standardized test of reading a stanine equal to the student's ability stanine (as measured in October of Grade 12)

B. Achieve on a standardized test of spelling, usage, mechanics and sentence structure a stanine equal to the student's ability stanine (as measured in October of Grade 12)

II. Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Analyze the various methods by which an author depicts local color, such as dialect, mannerisms, customs and setting by making comparisons among the rich variety of American life reflected in selected writings.

2. Identify at least five major elements which have shaped the American character by explaining how these elements have influenced the American man or were created by him.

3. Reflect an awareness of the art of language, as well as its structure, by writing in class at least one of each of the following: an expository, narrative and descriptive paragraph.

4. Locate and use sources of information by developing independently a research project on a selected topic, evaluating the sources of information, and determining the point at which to consider the research sufficiently thorough.

5. Express himself orally with clarity and poise, by participating in class and small-group discussions.

6. Identify independently a major critical point in American literature by reviewing an entire work carefully, and developing the point fully, clearly, and logically through the basic techniques of written exposition.

7. Utilize reading and comprehension skills by skimming for answers to specific questions, for total impressions, for grasping main ideas, and for following a sequence of events and by taking notes and recalling details.

8. Analyze the relationships between the inherent structure of English and the skillful manipulation of the structure by presenting many alternatives for constructing sentences, developing paragraphs, and organizing speeches.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Meet the English language requirements of a chosen occupation.

2. Achieve through communication skills a personal sense of success in work, in community participation, and in home and social life by relating to and getting along with others.

3. Demonstrate the sense of self-identity and self-actualization as well as the understanding of others and the respect for their contributions, language, and life styles that can be engendered through personal involvement with literature.

4. Demonstrate, the zest for wide reading, for creative language experiences, and for imaginative responses to decision making in the search for a better life and a better society that comes from experiencing the joys of reading and from personal pride and self-confidence in speaking and writing abilities.

ADVANCED AMERICAN LITERATURE 1-2 (Grade 11)

Course Objectives

Any of the objectives for American Literature 1-2 are appropriate in Advanced American Literature 1-2 with the use of more mature reading material and discussion topics.

By the end of the course, the student will demonstrate the ability to:

1. Organize materials in a way which reflects his personal criteria for evaluating literature by compiling an anthology of American literature which is characterized by--

   -A consistent organization (thematic, chronological, genre, etc.).

   -A brief description of the way each selection meets his criteria for evaluation of literature.

2. Participate in a group discussion by--

   -Observing a small-group discussion of predetermined length and evaluating the effectiveness of both the individual members and the total group.

   -Helping in the formulation of a topic based on American literature and the discussion of that topic showing evidence of participating, encouraging, clarifying and, when necessary, contributing toward consensus.

3. When given passages of American literature, describe how each reflects the American experience in content and style.

4. Relate the experiences of a major character in American literature to his achievement by describing the way several plot incidents in a literary work influenced the protagonist's denouement.

5. Recognize and cite several motifs of American literature (alienation, quest for identity, the search for a spiritual father, etc.) which recur in the works of American minorities, and discuss the similarities of technique and effectiveness of these works with those from the mainstream of the American literary tradition.

6. Identify the tone and style of an American author in a given literary work and support this identification with at least two specific examples from the work.

7. Formulate questions about several given pieces of American literature which lead to an understanding of the author's purposes.

8. Compare the styles of two American authors by identifying and describing specific differences and similarities in writing techniques.

9. Identify a major theme in American literature and, in class, write a well-organized essay which discusses the way two literary works of his own choosing develop that theme.

10. Detect the bias in several samples of written, recorded and/or televised communication by identifying the bias and analyzing the language which reveals it.

11. When given a general truth about literature, discuss in an essay which meets specified quality standards the ways a work in American literature supports or refutes that truth.

12. After completing the other required objectives of the course:

    -Develop a personal plan of study in a facet of American literature which would include a topic, a hypothesis about that topic, a preliminary list of source materials, a description of the product culminating the plan, and a list of the evaluation criteria.

    -Carry out the plan.

ENGLISH LITERATURE 1-2 (Grade 12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Comprehend varied types of English literature for the development of breadth of taste and judgment in the rating of literary pieces by analyzing a predetermined number of selected works.

2. Master techniques of reading, note taking, and outlining as a device for arranging content effectively by preparing one research project.

3. Write within a time limit a well-organized essay based on library reading by following specific directions on steps to be taken and time to be allowed on each step: selection of topic and jotting of notes, five minutes; writing, forty minutes; and proofing, five minutes.

4. Speak proficiently by organizing and presenting ideas, integrating these individually prepared ideas into a panel presentation, and expressing opinions that contribute to consensus in class discussion.

5. Comprehend comparative analysis by reading and analyzing writings from more than one period; writings on a common topic by various authors; and writings by the same author done at different times on the same subject, or, on different subjects at the same period.

6. Analyze different styles of writings by discussing in class a predetermined number of examples of student writing that will include narrative, verse, essay and biography.

7. Comprehend each of the types of literature (sonnet, folk epic, art epic, essay) by analyzing each type as represented by key English writers.

8. Use diversified and precise vocabulary by analyzing similarities and changes in words and their meanings since the origin of English language.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Meet the English language requirements of a chosen occupation.

2. Achieve through communication skills a personal sense of success in work, in community participation, and in home and social life by relating to and getting along with others.

3. Demonstrate the sense of self-identity and self-actualization as well as the understanding of others and the respect for their contributions, language, and life styles that can be engendered through personal involvement with literature.

4. Demonstrate the zest for wide reading, for creative language experiences, and for imaginative responses to decision making in the search for a better life and better society that comes from experiencing the joys of reading and from personal pride and self-confidence in speaking and writing abilities.

HONORS ENGLISH 1-2 (Grade 12)

Course Objectives

By the end of the course, the student will demonstrate the ability to:

1. When given literary passages from works studied in class, analyze in a well-organized essay the way the techniques in each passage contribute toward the effectiveness and meaning of the whole work.

2. Express and support his own interpretation of the literature under study by participating on a continuing basis in seminar discussions of literary techniques characteristic of particular authors, periods, genres and universal themes.

3. Formulate a personal system of evaluating literature and apply it by selecting a literary work which meets his personal criteria for excellence in literature, then describing in specific detail how the criteria are met.

4. After compiling a list of questions about the human condition (e.g.: What is the "good life"? Is man's basic nature good or evil?) compare the answers found, implicitly or explicitly, in literary works from three different time periods and analyze the similarities and differences.

5. When given a universal truth about literature, discuss, in a well-organized in-class essay, the ways a literary work of his own choosing supports or refutes that truth.

6. When given a short literary passage which he has not previously studied, discuss the author's purpose in a well-organized in-class essay with evidence from the work for each interpretation expressed.

7. After the study of each literary genre subsequent to the initial one, define the purposes and characteristics of that genre and contrast it to the one previously studied.

8. When given two literary works from the same time period--one recognized as a major work; the other a minor work--discuss, orally or in writing, the probable reasons for the critical appraisals of these works and compare these appraisals with his own.

9. Explain, orally or in writing, how given examples of expository writing meet and/or do not meet the standards of the essay as a genre, and revise each to conform to good writing standards.

10. Write two well-organized essays on a single subject, each of which is directed toward a different audience.

SPEECH 8th

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Plan and present a predetermined number of informal converstaions, introductions, reports or interviews by following standards of content and delivery suggested in the course guide agreed upon in class discussion.

2. Select and organize ideas in an orderly manner by preparing outlines which follow the standards suggested in the course guide and agreed upon in class discussion for a predetermined number of speeches to inform and persuade.

3. Present a predetermined number of organized speeches to inform, to persuade, and to entertain by following standards of content and delivery suggested in the course guide and agreed upon in class discussion.

4. Evaluate his own speeches as well as speeches of others in a constructive manner by hearing and viewing electronic playbacks of his own presentations or by listening to other speakers' presentations and completing a predetermined number of critique forms similar to the ones suggested in the course guide.

5. Participate in a small-group discussion without a leader by contributing toward definition of the problem topic, analysis of the background of the topic, and resolution of the problem.

6. Perform the duties of a small-group discussion leader by introducing the discussion topic, maintaining objectivity, keeping discussion moving on the topic, giving everyone a chance to speak, and summarizing the main points.

7. Use appropriate parliamentary procedures as chairman of a group by opening and closing a meeting and carrying on the order of business.

8. Use appropriate parliamentary procedures as a member of a group by addressing the chair, contributing to the making and handling of motions, and participating in the order of business.

9. Interpret prose or poetry by preparing and presenting a predetermined variety of selections following standards suggested in the course guide and agreed upon in class discussion.

10. Comprehend the uses of radio and television by explaining how they entertain, inform and persuade large groups of people.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Achieve verbal communication skills to enhance home and social life as well as success in work.

2. Use the power of the spoken word as an aid to getting along with others as well as to building self-confidence.

SPEECH AND THEATRE ARTS 1-2 (Grade 9)

Course Objectives

A. Performance Objectives Observable in the Classroom

Since the course is designed to be exploratory and flexible, the teacher will be able to select objectives from those suggested, taking into consideration his situation, the needs of his students, and his own abilities. This outline of objectives, as well as the course guide, embraces more units than necessary for a year course so that choice is possible. Therefore, by the end of the course, the student will demonstrate a predetermined number of abilities selected from the following:

1. Select and organize ideas in an orderly manner by preparing outlines which follow the standards suggested in the course guide and agreed upon in class discussion for a predetermined number of speeches to inform, persuade and entertain.

2. Present a predetermined number of organized speeches to inform, to persuade, and to entertain by following stanards of content and delivery suggested in the course guide and agreed upon in class discussion.

3. Evaluate his own speeches as well as speeches of others in a constructive manner by hearing and viewing electronic playbacks of his own presentations or by listening to other speakers' presentations and completing a predetermined number of critiques based on the standards suggested in the course guide and agreed upon in class discussion.

4. Participate in conversation by contributing ideas and information and by giving others a chance to speak.

5. Participate in organized discussion by contributing to the orderly progression of the discussion and by encouraging others to do so, too.

6. Analyze the essential principles of debate by defining some debate terms, describing general debate procedures, explaining some of the responsibilities of each debater, and participating as a member of a debate team in preparing for and presenting both affirmative and negative sides of a debate topic in classroom debates.

7. Recognize the voice as an effective communicating tool by identifying vocal qualities, devices to gain interest through variety, devices to project meaning and mood and character, and by participating as a member of a choral speaking group.

8. Develop oral interpretation skills by presenting a predetermined number and variety of verse and prose selections following standards suggested in the course guide and agreed upon in class discussion, and by participating in readers' theatre.

9. Recognize the body as an effective communicating tool by analyzing the principles of pantomime through discussion and by presenting pantomimes to convey the physical aspects of character and create the illusion of place and atmosphere.

10. Recognize the significance of the theatre plant and the importance of theatrical personnel by analyzing the elements of play production.

11. Read and evaluate plays by reviewing a predetermined number of plays following the standards suggested in the course guide.

12. Recognize the playwright's contribution to the total theatrical production by reading, discussing and analyzing plays of various types.

13. Recognize the contribution of theatre arts to society by discussing the simple characteristics of some eras in the history of theatre.

14. Demonstrate basic acting techniques by differentiating between acting areas of the proscenium stage and by assuming conventional body position and executing conventional stage movements as required in the preparation and performance of scenes in the classroom.

15. Participate in the development of dramatic expression by discussing the nature and purpose of various kinds of improvisations and by performing them.

16. Recognize some of the functions of films and broadcasting by explaining some of their unique techniques and purposes.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Recognize and use oral communication skills as an aid in getting along with others, building self-confidence, and achieving success.

2. Recognize the impact of oral communication on himself and society.

3. Find creative outlets for his imagination, energies, talents and skills.

4. Appreciate and enjoy the speech and theatre arts as a performer and as a member of the audience.

DRAMA 1-2 (Grades 9-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Understand the relationship between the playwright, the actor, and the audience by observing drama in everyday life and discussing dramatic situations worthy of being produced for an audience.

2. Relate the elements of character, action and environment by writing a hypothetical situation between two people where certain action takes place in a particular environment and improvising the situation.

3. Gain proficiency in analyzing and projecting characteristics of human types by observing people, listening to recordings of actors creating characters, and discussing stereotypes in society and drama.

4. Recognize the actor's responsiblity to the playwright by reading plays and discussing types of drama and analyzing plot, character, language and theme.

5. Recognize the importance of the theatre plant by analyzing the use of makeup, costuming, lighting and setting.

6. Read and evaluate plays by reviewing a predetermined number of plays following standards suggested in the course guide.

7. Participate in the development of dramatic expression as a group endeavor by using the concept of Readers' Theatre.

8. Recognize the difference that exists between becoming the character in acting and representing the character in oral interpretation by analyzing and presenting a predetermined number of interpretive reading selections.

9. Comprehend the way in which the theatre serves to reflect the society of any given time through the expression of thoughts and feelings of people by using discussion and outline to major periods of theatre history.

10. Recognize the need for body discipline to project emotion and characterization by improvising a predetermined number and variety of single and group pantomine situations.

11. Comprehend the significance of stage movement to characterization, action and focusing audience attention by blocking a predetermined number of modern and Shakespearean scenes.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

.1. Achieve personal sense of success by communicating imaginative and creative ideas through dramatic performances within the community.

2. Demonstrate sense of self-identity and understanding of others through involvement with dramatic and theatrical traditions as a culture force in the history of man.

3. Demonstrate skills to judge drama as literature, and dramatic production in theatre, television, and motion pictures as a fine art.

DRAMA 3-4 (Grades 10-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Explore the opportunities for dramatic expression by discussing the over-all school program as well as community needs and efforts in this area, and by examining the nature, scope and function of various forms of dramatic presentations such as choral speaking, readers' theatre, and solo reading.

2. Analyze the structure of a predetermined number of one-act plays by explaining such elements as plot, theme and language and by noting the limitations of the form.

3. Analyze the elements of fine acting by discussing various acting methods, by examining the techniques of various excellent actors, and by improvisation.

4. Understand the relationship of the director to the total theatrical production by discussing his specific responsibilities and his relationship to other personnel and by examining the characteristics of several successful directors.

5. Understand the relationship between theatre and society by examining a predetermined number of outstanding plays from different periods of history and discussing the ways in which the drama reflects the mores, beliefs, attitudes and technology of the time. In addition, the student will be able to prepare and present a period scene, adapting acting techniques to convey the style of the period.

6. Recognize the importance of all the elements of production by examining the roles of technical, business and artistic staff members; by discussing the fundamentals of stagecraft, including design, costuming, makeup, lighting and construction; and by participating in the production of a predetermined number of one-act plays.

7. Recognize the similarities and differences among motion pictures, television and stage acting techniques by discussing the advantages and disadvantages of the two-dimensional screen and the camera's mobility with respect to movement, gesture and facial expression, and the actors' contribution in general.

8. Perform a predetermined number of scenes from modern and/or period plays by applying acting theories and techniques.

9. Evaluate constructively the performances of others by using standards suggested in the course guide and agreed upon in class discussion.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Achieve a personal sense of success by communicating imaginative and creative ideas through dramatic performances within the community.

2. Demonstrate a sense of self-identity and understanding of others through involvement with dramatic and theatrical traditions as a cultural force in the history of man.

3. Demonstrate skills to judge drama as literature and dramatic production in theatre, television and motion pictures as a fine art.

DRAMA 5-6 (Grades 11-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Recognize his responsibility to the theatrical company (in this case, a workshop class) and to the social units of which it is part (in this case, the school and the community) by discussing the specific relationships and interactions that can and do exist and by participating in classroom performances designed as possible contributions to the school and community.

2. Recognize drama as a means of expressing social concepts and influencing social behavior by discussing the nature and development of satire, comedy of manners, and the social problem play, and by discussing the use of dramatic techniques in solving individual and group problems.

3. Use research techniques by discussing the nature, scope and function of educational and professional publications, of library sources relating to drama, and of source material for published plays.

4. Analyze a predetermined number of three-act plays by applying the principles of play construction.

5. Select a three-act play for production by using the criteria suggested in the course guide and agreed upon in class discussion.

6. Participate in the production of a three-act play by applying techniques and principles acquired earlier.

7. Understand the various forms of staging by discussing physical plants, technical problems, and actor-scenery-audience relationships.

8. Understand the nature and influence of Greek drama by discussing its development, and the relationships of Greek concepts, such as the tragic hero, to modern plays.

9. Understand play structure by discussing the fundamentals of playwriting and by writing and producing a scene for class.

10. Understand the role of the drama critic by discussing the elements of dramatic criticism and the relationship of this criticism to the standards of excellence in theatre, films and television, and by presenting a predetermined number of critiques based on a guide developed through class discussion.

11. Recognize the contributions of individuals to the theatre and the demands made by the theatre on the individuals by describing the education, training and careers of a number of superior theatre artists.

12. Perform soliloquies, monologues and scenes by applying dramatic techniques.

13. Evaluate the performances of others by using criteria suggested in the guide and agreed upon in class discussion.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Achieve a personal sense of success by communicating imaginative and creative ideas through dramatic performance within the community.

2. Demonstrate a sense of self-identity and understanding of others through involvement with dramatic and theatrical traditions as a cultural force in the history of man.

3. Demonstrate skills to judge drama as literature, and dramatic production in theatre, television and motion pictures as a fine art.

PUBLIC SPEAKING 1-2 (Grades 9-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Understand the relationship between the speaker, the listener, and the subject matter by discussing how an individual's speech reflects his personality, and the need for reading, listening and observing in developing subject matter.

2. Survey the various types of discussion groups by participating in the round table, the panel, the symposium, and the forum utilizing sequence of orderly discussion as suggested in the course guide.

3. Evaluate the voice as an effective communicating tool by describing types of voice qualities, the devices used to gain interest through variety, and the relation of the production of sound to dictation, pronunciation and enunciation.

4. Use oral interpretation skills by presenting a predetermined number and variety of selections following standards suggested in the course guide and agreed upon in class discussion.

5. Evaluate the influence of radio and television in establishing standards of speech by listening to a predetermined number of radio and television personalities and listing the strongest attributes of each speaker.

6. Describe four types of speeches and the major purpose of each by presenting examples for each type of predetermined length using impromptu or extemporaneous speaking situations.

7. Conduct an audience analysis by developing a hypothetical speaking situation and presenting the speech following content and delivery standards suggested in the course guide to establish audience rapport.

8. Organize thought by preparing a speech outline following standards suggested in the course guide and agreed upon in class discussion.

9. Comprehend a working knowledge of the principles of parliamentary procedures by putting these principles into operation, as a member of a simulated legislative body.

10. Evaluate his own speeches as well as speeches of others in a consrtuctive manner by listening to other speaker's presentations and completing a predetermined number of critique forms similiar to the ones suggested in the course guide.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Apply knowledge of oral communication techniques to functional speaking activities in his vocation.

2. Achieve, through his speaking skills, self-confidence and a sense of security.

3. Develop responsibility through his oral communication skills to think and listen critically to the diverse viewpoints in a democracy.

PUBLIC SPEAKING 3-4 (Grades 10-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Understand the details of the cocurricular speech participation program by reading and analyzing the San Diego City Schools Speech Arts League Participation Guide which establishes the various events, rules and regulations, and the dates of the activities.

2. Comprehend the three major sources of research material by preparing a list of reference and periodical material available in the school library and by preparing note cards on pertinent material for a given topic.

3. Analyze the difference between extemporaneous and impromtu speech presentations.

4. Analyze various forms of interpretative material by discussing student presentations as to thought, mood, sense stimulation, and author's purpose.

5. Analyze the elements of preparing and presenting an original public address by explaining the relationship between persuasive speaking and the original public address, the style of delivery, the use of expressive language, the appeal to reason and emotion, and the organizational pattern.

6. Follow the essential principles of debate by participating as a member of a debate team in preparing for and presenting at practice debates both affirmative and negative sides of the debate topic.

7. Use listening as a dynamic part of oral communication by being ready to hear what is said, concentrating on the meaning of what is said, evaluating what is said, and responding to what is said.

8. Analyze the role of verbal communication in a free society by discussing the first amendment of the United States Constitution, by discussing the significance and responsibility of being able to reach millions of people by means of modern media communication, and by identifying use of propaganda and semantics.

9. Understand the method of utilizing a manuscript in speaking by analyzing the difference between writing for reading and writing for speaking and by preparing a manuscript for actual presentation in a formal speech situation.

10. Explore the various occasions for special speeches, recognize the purpose related to a special occasion speech, and direct the subject material to that purpose, by presenting a predetermined number of speeches for special occasions.

11. Evaluate his own speeches as well as the speeches of others in a constructive manner by listening to other speaker's presentations and completing a predetermined number of critique forms similar to the ones suggested in the course guide.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Apply knowledge of oral communication techniques to functional speaking activities in his vocation.

2. Achieve, through his speaking skills, self-confidence and a sense of security.

3. Develop responsibility through his oral communication skills to think and listen critically to the diverse viewpoints in a democracy.

PUBLIC SPEAKING 5-6 (Grades 11-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Differentiate between the rhetorical classifications of speech purposes by discussing the history and the present uses of each of the major types, by analyzing examples of each, and by preparing and presenting a predetermined number of speeches directed at utilizing forms of rhetorical speech.

2. Evaluate his own speeches and those of others by critical listening and presenting critiques as suggested in the course guide.

3. Comprehend the nature of legislative debate by explaining the purposes and forms of a bill and a resolution by explaining the use of committees, and by participating as a member of a model legislative body.

4. Analyze the emotional elements of the total speech situation and the use of empathy in accomplishing the speech purpose by explaining the effective use of voice, body expression, and language.

5. Demonstrate the use of empathy by preparing and presenting a prose selection using voice and body techniques that tend to stimulate the desired response in the audience.

6. Analyze the implicative method and the didactic method of speech organization by explaining their relationships to reasoning, their use of forms of support, and the advantages and disadvantages of each.

7. Comprehend the elements of speech criticism by discussing the methods and standards of speech criticism and examining the function and significance of the canons of rhetoric.

8. Analyze a predetermined number of outstanding published speeches by describing the use of invention, disposition and style of language.

9. Present a predetermined number of impromptu, extemporaneous original public addresses by using principles discovered in this and earlier courses.

10. Prepare a research paper for oral presentation by using manuscript writing and research techniques and skills acquired in earlier courses and by presenting the paper to the class using oral delivery techniques.

11. Survey the history of public speaking by discussing the contributions of individuals of various eras and by discussing the evolution of rhetorical theory.

12. Describe the influence of public speaking on society by evaluating its effect on social change.

13. Analyze the role of speech in business, industry and the professions by discussing person-to-person communication, committees, boards, conferences, and public relations.

14. Participate in the cocurricular speech program by preparing and presenting materials for tournament and public appearances.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course, the student will have progressed in the ability to:

1. Apply knowledge of oral communication techniques to functional speaking activities in his vocation.

2. Achieve, through his speaking skills, a sense of security toward building self-confidence.

3. Develop responsibility through his oral communication skills to think and listen critically to the diverse viewpoints in a democracy.

READING DEVELOPMENT 1 (Grades 7-12)

I. English Language Arts Program Objectives Set by State and District Tests and Mandates

A. Achieve on a standardized test of reading a stanine equal to the student's ability stanine (as measured in October of Grades 8, 10 and 12).

B. Meet the minimum achievement level set by the district on a standardized reading test (as measured in October of Grade 11).

II. Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Adjust reading rate to the reading purpose and to the type and difficulty of materials by previewing a minimum of five short passages selected from various textbooks or comparable sources and estimating the reading time required for each.

2. Use the dictionary to locate from multiple meanings the most appropriate definition for a word underlined or otherwise designated in each of a given number of sentences.

3. Identify and pronounce a predetermined number of words by utilizing pronunciation aids in an intermediate or secondary dictionary.

4. Use context clues to select from a line of words the most appropriate word to complete a given number of sentences.

5. Read and follow directions through at least three steps of a specific class assignment.

6. Find and comprehend the main idea of each of a predetermined number of expository paragraphs or short articles by giving or selecting an accurate summarizing statement.

7. List in orderly sequence a predetermined number of randomly arranged events, ideas or scenes from material at his reading level.

8. Respond with a logical deduction after reading at his reading level a predetermined number of short paragraphs from which inferences can be drawn.

9. Indicate specifically where information on a given number of subjects may be found in such sources as indexes to books, card catalog, Reader's Guide, dictionaries and almanacs.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course the student will progress in the ability to:

1. Use the skill of reading to add zest and meaning to his life.

2. Use his reading as a means of functioning adequately in the world of work.

3. Respond perceptively to his own and other people's experiences by drawing upon his reading for understanding of the human condition.

READING DEVELOPMENT 2 (Grades 7-12)

I. English Language Arts Program Objectives Set by State and District Tests and Mandates

A. Achieve on a standardized test of reading a stanine equal to the student's ability stanine (as measured in October of Grades 8, 10, and 12).

B. Meet the minimum achievement level set by the district on a standardized reading test (as measured in October of Grade 11).

II. Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Supply the details which answer such questions as Who? What? Where? When? and How? after reading a given number of lead paragraphs from news stories or short informational articles.

2. Arrange in orderly sequence the steps in randomly arranged explanations or directions of predetermined length by utilizing such clues as transitional words like then, second, and last.

3. Differentiate between fact and opinion by identifying as factual or subjective a predetermined number of statements from material at his reading level.

4. Select an appropriate synonym from several included in the dictionary to substitute for designated words in a given number of sentences or a selection of predetermined length either from material at his reading level or from his own writing.

5. Identify the main idea of an expository selection of at least three paragraphs by selecting the correct summarizing statement or by accurately stating the main idea.

6. Read and comprehend a given number of figurative expressions by selecting appropriate phrases of explanation or by supplying his own explanations.

7. Recognize cause and effect relationships by listing a given number of reasons for an actual event described in a selection from a biography, a history book, or a newspaper.

8. Find information on a topic of interest by consulting various library resources such as the card catalog, Reader's Guide, and other reference materials, and organizing his findings for communicating to others through visual or oral activities of a specified length.

9. Identify the author's intent by specifying whether the purpose of a given number of brief selections is to inform, to entertain, to persuade, or to inspire.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course the student will progress in the ability to:

1. Use reading as a resource for gaining greater access to what people are communicating.

2. Develop his own criteria for judging the merit of material he reads.

3. Gain, through reading, a knowledge and an understanding of the world in which he lives and skill in arriving at creative solutions to problems.

READING IMPROVEMENT (Grades 10-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Locate in the dictionary the correct spelling of a given number of words presented orally.

2. Pronounce correctly a predetermined number of words by referring to the pronunciation key, the syllable divisions, and the accent(s) in a secondary dictionary.

3. Select from two or more words the most appropriate word to complete a given number of sentences containing obvious context clues.

4. Arrange in sequential order a printed list of a predetermined number of randomly listed events from a story to which he has listened.

5. Recognize the main idea in a given number of short expository selections by designating the sentence which states the controlling idea.

6. Select those details which support a main idea by reading a given number of news reports and answering the questions Who? What? Where? When? How?

7. Make inferences about people and their relationships to others by selecting appropriate answers to inference questions based on the content of a predetermined number of paragraphs from which such inferences can be drawn.

8. Distinguish between fact and opinion by so labeling a given number of sentences selected from newspaper or news magazine articles.

9. Locate books or articles to read for information or entertainment by reading a predetermined number of descriptive summaries and classifying each book or article as informative or entertaining.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course the student will progress in the ability to:

1. Read and discuss what he has read in terms of its implications for him as an individual.

2. Develop his own criteria for judging the merit of materials he reads.

3. Use knowledge gained through his reading to sharpen his perceptions of the world in which he lives and works.

JOURNALISM 1-2 (Grades 10-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Recognize the parts of a newspaper by analyzing recent issues of three or more newspapers and by distinguishing features and relative significance of the following:

   -News stories
   -Special features
   -Sports
   -Pictures
   -Editorials

2. Distinguish between statements of fact and opinion after examining examples of the same news event as reported in several newspapers and magazines and on television and radio news programs.

3. Compare the reporting styles required by newspapers, news magazines, and electronic media after considering the consumer reached, time presented, and conciseness of two or more examples of each reporting style.

4. Write detailed, accurate, factual stories of the same event for both the print and electronic media after learning the essentials of effective news writing such as:

   -Organization
   -Structure
   -Summary lead
   -Emphasis in the lead
   -Style
   -Preparation of copy

5. Explain the many tasks and responsibilities involved in producing a school publication by preparing an organizational chart and listing specific duties.

6. Write for the school newspaper a report of an interview with the school principal, a student, a teacher, or some visiting celebrity after developing the techniques of inquiry, note taking, organization and accuracy of reporting.

7. Write specialized articles for the school newspaper or electronic media after analyzing examples of sports reporting and feature or editorial *writing in journalism* textbooks and the media.

8. Analyze examples of propaganda from the print or electronic media which are not so labeled, identifying them as propaganda and detecting the various propaganda techniques.

9. Assume responsibility for various editing tasks involved in a school publication by following guides for copy editing, typography, headline writing, layout and proof-reading.

10. Recognize the effectiveness of art and photography in the media by using actual examples from various newspapers, magazines and television to analyze composition angles, backgrounds, photo-editing, cropping, drawing and cartooning, and ad sketching.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course the student will have progressed in in the ability to:

1. Apply knowledge of basic journalistic techniques to functional writing activities in his vocation.

2. Use his journalistic skills to detect lack of objectivity in the news media and to evaluate discussions, speeches and interviews.

3. Locate in the print media and read with perception that information which is relevant to his interests.

4. Uphold the responsibility of the communications media for representing the diverse viewpoints in a democracy.

5. Achieve through his journalistic skills a sense of accomplishment in writing to satisfy personal pleasure or need.

JOURNALISM 3-4 (Grades 11-12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Recognize the responsibilities of each member of the school newspaper staff by writing a brief job description of each position included:

   -Editor-in-chief
   -Managing editor
   -Copy editor
   -Advertising manager
   -Business manager
   -Page editor
   -Photographer
   -News editor
   -Feature editor

2. Fulfill writing assignments by submitting at least one of each of the following which meet the criteria established for accurate and concise writing, which meet deadlines, and which are in the format specified for writing: news story, feature article, sports story, column, editorial.

3. Participate in the production of the school newspaper by serving in one of the following roles: as cub reporter and writer or as assistant page editor, copy editor, managing editor, photographer, artist, advertising manager, business manager, news editor, or feature editor.

4. Reflect various aspects of the total student body by fair and accurate reporting of newsworthy events in at least three news or feature articles, photographs or cartoons.

5. Develop at least three effective advertisements by arranging the ad layout or writing the advertising copy.

6. Apply skills of copyreading, proofreading, editing and headline writing to two or more articles or stories submitted by other reporters for publication.

7. Apply principles of newspaper composition by preparing the layout for one page of a specific publication.

8. Accept criticism of editors or managers by listening to critiques and suggestions and revising the edited article or assignment accordingly.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course the student will have progressed in the ability to:

1. Compare and contrast the presentation of the same news story in different newspapers.

2. Utilize journalistic skills to determine whether communicators' styles are appropriate for messages to be conveyed.

3. Work effectively as a member of a group responsible to a public for fair and accurate reporting.

4. Develop fluency in writing or proficiency in journalistic skills which enables him to write effectively for various audiences or publications.

JOURNALISM 5-6 (Grade 12)

Course Objectives

A. Performance Objectives Observable in the Classroom

By the end of the course, the student will demonstrate the ability to:

1. Accept responsibility as a member of the school publication staff by serving in one of the following positions and evaluating self-effectiveness according to established criteria:

   -Editor-in-chief
   -Managing editor
   -Advertising manager
   -Business manager
   -Page editor
   -Photographer
   -News editor
   -Feature editor

2. Operate the school news bureau by providing an informational bulletin to inform students and staff of services provided and to describe information needed and by preparing stories for release to print or non-print media.

3. Participate in planning for a publication of the school newspaper by listing articles to be included, making appropriate assignments, and doing final editing for two or more pages of a single issue.

4. Differentiate between propaganda, publicity, advertising and news by locating two examples of each in stories or articles submitted to the school paper or found in other newspapers.

5. Plan the complete layout for one page including details such as headlines, photographs and type faces.

6. Assist in maintaining a neat and orderly publications room by returning supplies to proper places, cleaning up scraps of paper, and respecting the work areas of other staff members.

7. Participate in financing the publication by setting criteria for building rapport with businessman and by selling three or more ads.

8. Represent the thinking of responsible students by presenting to the staff the plan and organization for an editorial campaign with appropriate action recommended.

9. Evaluate effectiveness of the publication by participating in staff discussion of errors which appeared, of a sampling of student reactions, and of improvements needed.

B. Long-range Objectives Often Not Immediately Observable (Ease of measurement should not determine educational priorities.)

By the end of the course the student will have progressed in the ability to:

1. Provide leadership in journalistic endeavors by critiquing writing and other forms of communication by less experienced journalists.

2. Locate information concerning the history of journalism and the free press and place in perspective the role of the newspaper in contemporary society.

3. Make judgments concerning the responsibility of the media in freedom of the press vs. fair trial and freedom of the press vs. right to privacy.

4. Achieve, through his experiences in journalism, a knowledge of various journalistic opportunities in the publications field (newspaper, magazine, trade journal, house organ, specialized review), radio, television, advertising and public relations.